SOME DOS AND DON’TS OF CONSULTING

PHASE ONE: DEVELOPING THE APPROPRIATE ENVIRONMENT

1. **Do** develop solutions and strategies together.  
   **Don’t** offer immediate solutions or assume total responsibility for the solution.

2. **Do** engage in collaboration with the teacher in understanding the problem.  
   **Don’t** become an expert by developing a question and answer dialogue.

3. **Do** let the teachers know that you have heard and respect both their thoughts and feeling about the problem.  
   **Don’t** take teachers’ mind off their problems by cheering them up.

4. **Do** individualize a strategy with the teacher based on an assessment of the problem.  
   **Don’t** share your past successes as a way of giving the teacher a suggestion.

5. **Do** paraphrase what the consultee has said to convey understanding and respect.  
   **Don’t** rely on your attention alone to convey understanding.

6. **Do** restate your confusion and ask for clarification.  
   **Don’t** wait, hoping that your confusion will be resolved by itself.

7. **Do** summarize the main points the consultee has said.  
   **Don’t** depend on the consultee to remember what has been said.

8. **Do** make frequent use of “I” messages in gathering information.  
   **Don’t** rely on direct questions or requests to gather information.

9. **Do** reflect affect statements until the consultee indicates a readiness to pursue content.  
   **Don’t** move to content areas in the face of affect expressions.

10. **Do** reflect both affect and content statements.  
    **Don’t** move to content areas in the face of affect expressions or to affect in the face of content expressions.

11. **Do** sit near the consultee with a relaxed, open posture.  
    **Don’t** sit opposite the consultee behind a desk, or table with a formal posture.

12. **Do** write when you’re speaking and say what you’re writing.  
    **Don’t** write when the consultee is talking, and **don’t** keep your notes to yourself.

13. **Do** use a team approach to address problem behavior.  
    **Don’t** expect a teacher to address problem behavior by him- or her-self.

14. **Do** take a proactive approach and provide service for students at-risk.  
    **Don’t** wait till the problems occur or escalate to address them.
**PHASE TWO: PROGRAM DEVELOPMENT**

15. **Do** use language that communicates.  
**Don’t** use technical language. (Handout)

16. **Do** provide work relief.  
**Don’t** add a considerable amount of work to a teacher’s load. *(Activity: Turn to your team members &… Think-pair-share)*

17. **Do** suggest a strategy that is not initially too different from what teacher is doing or has done.  
**Don’t** suggest a strategy that is considerably different from what the teacher is doing or has done.

18. **Do** give priority to strategies that build on skills the teacher already possesses.  
**Don’t** encourage strategies that require the teacher to learn many new skills.

19. In other words, **Do** tailor the program to the environment and teacher’s skills.  
**Don’t** assume the teacher can initially implement the best program for the student. *(Story telling)*

20. **Do** be sure the teacher starts with some degree of responsibility.  
**Don’t** assume total responsibility for implementing the program.

**PHASE THREE: IMPLEMENTING THE PROGRAM**

21. **Do** be present on the day the strategy is initiated to assist the teacher.  
**Don’t** wait for the teacher to implement the strategy without you.

22. **Do** provide cueing, reminders, and modeling to facilitate strategy implementation.  
**Don’t** rely on verbal reminders to insure strategy implementation. *(Activity: Turn to your neighbor &… Think-pair-share)*

23. **Do** prompt just enough to bring about the response.  
**Don’t** overuse prompts.

24. **Do** be available to help resolve problems that may develop.  
**Don’t** wait for the teacher to adjust to the problems.

25. **Do** give immediate and frequent feedback.  
**Don’t** wait too long to see how it’s going. *(Student progress alone is usually NOT sufficiently reinforcing for teachers or aides to maintain program implementation.)*

26. **Do** use a variety of ways to provide reinforcing feedback.  
**Don’t** rely on your verbal support to meet the teacher’s need for reinforcement. *(Activity: Turn to your neighbor &… Think-pair-share)*

27. **Do** use on-going data combined with social praise to provide feedback on successful student and teacher change.  
**Don’t** use data only for providing feedback and monitoring change.
PHASE FOUR: PROVIDING FOLLOW-UP SUPPORT

28. **Do** identify and **use** a variety of reinforcing sources to support and maintain desired teacher behavior.  
**Don’t** continue to be the teacher’s only source of reinforcement or support for the programs’ maintenance and success. (Use parents, students, teachers, administrators, classroom visitors, etc.)

29. **Do** encourage and support teacher statements of pride and competence.  
**Don’t** leave such outcomes to develop by themselves.

30. **Do** use prompts, directions, cues, and modeling to facilitate the occurrence of the next step in shaping or new behavior.  
**Don’t** wait for the teacher to assume more responsibility on his/her own.

31. **Do** gradually reduce prompts and reinforcers.  
**Don’t** abruptly reduce them.

32. **Do** point out similarities between situations and communicate an expectation of generalization.  
**Don’t** leave to chance the generalization of newly acquired strategies by the teacher.  
*Activity: Turn to your neighbor &…  Think-pair-share*